

Reading Toolkit: Grade 5 Objective 2.A.5.b

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 5. Identify and explain the author's use of language

Objective b. Identify and explain specific words and punctuation that create tone

Assessment Limits:

Specific words or phrases that create tone

Tone in the text or a portion of the text

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Lesson Seeds

Reading Grade 5 Objective 2.A.5.b

Activities

The teacher will display for students a series of signs such as Do Not Disturb, Beware of Dog! Wet Paint, or It's a Girl! Students will be instructed to categorize these signs according to their intent and meaning to a reader. Next, the teacher and students will determine the tone (author's attitude toward the subject) for each sign by focusing on the word choice and punctuation used in the sign.

The teacher should select two informational passages about the same subject but with different tones. Students should be instructed to read both passages with the purpose of finding what is different about the author's attitude toward the subject in each passage. After reading is complete the teacher and students should discuss the difference in tones and then return to both passages to select those words and the punctuation that created the different tones.

The teacher will provide students with a disposable, informational passage where selected words and phrases which create tone have been underlined or highlighted. In a class discussion, students will focus on those words and phrases and draw a conclusion about the author's tone. The reverse can be done with the teacher supplying the tone and then directing and guiding students to finding words and phrases in the passage that helped create that tone.

Students will read an informational passage with a definable tone/s. Once reading is complete, individuals or paired students should complete the chart below.

Paragraph Number	Tone	Text Support

After the chart has been completed, students should share their findings with the class. Next, the teacher should refocus students on particular words in the text support column and have students qualify how that word creates a particular tone. This will require students to look at multiple meanings of words, denotation versus connotation, word associations, and context.

Clarification

Reading Grade 5 Indicator 2.A.5

To show proficiency of the skills stated in this indicator, a reader will be able to identify, explain, and analyze an **author's use of language**, specific words or phrases that contribute to the meaning of a text or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice and figurative language. These words are purposeful and give clues to readers about the meaning and tone of a text or portion of a text. Used in conjunction with other text elements, the author's use of language assists readers in constructing meaning.

To identify, explain and analyze specific words or phrases, a reader must distinguish among the different types of word choices in texts or portions of texts. Word choice can make a point, set a tone, or reveal an author's style. By recognizing the different types of word choices, clarifying their purpose, and examining their implications, readers are better able to construct meaning from text.

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|-----------------------------------|--|
| • Significant Words | words that are necessary to a reader's understanding of a text |
| • Figurative Language | language that relays a meaning beyond a literal meaning |
| | Simile: stated comparison of two things that have some quality in common using the words like or as |
| | Metaphor: stated comparison of two things that have some quality in common <u>not</u> using the words like or as |
| | Personification: stating that an inanimate object has lifelike characteristics |
| • Idiom | phrase/expressions whose meaning cannot be understood from the literal meaning of the words in it Hold your tongue is an English idiom meaning keep quiet. |
| • Colloquialism | familiar, informal, everyday talk Movies is an informal term for the more formal term cinema. |
| • Connotation | idea or feeling associated with a word in addition to its literal meaning |
| • Technical or Content Vocabulary | words that are specific to an area of study |
| • Denotation | literal, dictionary meaning of a word |
| • Discernible Word Style | words associated with persuasive, formal, or informal writing |

To identify, explain, and analyze language that creates tone a reader must first know that tone expresses the author's attitude toward his or her subject. The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry,

sad, etc... In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude toward the subject of that text. Once those words have been identified, a reader can tell how those words create a specific tone. Ultimately a reader can examine the specific words an author uses to create a specific tone. A critical reader examines word choice, punctuation, and content to determine if a particular tone is appropriate to a subject. For example, in an editorial that addresses the aftermath of a natural disaster, the tone would be serious or thoughtful.

To identify, explain, and analyze the effects of repetition in a text, a reader becomes aware of the repeated use of words and phrases in a text. A critical reader notes the portion of a text where repetition occurs and determines why an author draws attention to and what is important about that portion of text. An author may slightly change the repeated words and phrases to draw continued emphasis to the ideas in that portion of text. Finally, a critical reader uses repetition or altered repetition to focus on those ideas that help a reader construct meaning of an entire text.